

Students' Preference toward Teacher Written Corrective Feedback in Narrative Writing Class

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Abstract

There is still an issue about the effectiveness of written corrective feedback (WCF) in L2 writing. On one side, WCF is considered harmful because students might not use more complex constructions in their compositions. On the other side, WCF is considered helpful in some ways such as helping in accuracy improvement. This study was aimed at investigating the students' preferences toward WCF types appear in students' paper. To do that, 30 students of Narrative Writing Class of English Department in Satya Wacana Christian University had been interviewed. Based on the 5 types of WCF proposed by Ellis (2008) the writer explained the characteristics of each WCF and then proceed to the interview section. The findings revealed that only three types of used by the teacher out of 5 types. They were Direct CF, Indirect CF, and Metalinguistic CF. The participants also stated their underlying reasons on each three types of WCF found in this study of why they preferred it or not.

Key words: Written Corrective Feedback, L2 Writing, Students' Preferenc